2024 Statewide Assessment Results

Math and English Language Arts

2024 Assessments in Context

The District is committed to high-quality assessments of student learning to inform our commitment to ensuring all students have access to a high-quality education. The DC CAPE is just one of the important tools we use to examine student performance and growth.

About DC CAPE

- Each spring, DC students in grades 3–8 and in eligible high school courses complete statewide assessments in ELA and math; these assessments measure mastery of grade-level content standards. Over 95% of eligible participants participated in the math and ELA assessments.

- From 2015 to 2023, the District was a member of the Partnership for Assessment of Readiness for College and Careers (PARCC) and administered PARCC assessments in ELA and math.

- In 2024, the District transitioned from the PARCC assessments to the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE). This was a change in name and governance only. DC CAPE uses the same design—number of questions, types of questions, and length of assessment—as PARCC; scores are comparable across years.

- DC CAPE is a rigorous assessment that measures proficiency of the District's high grade-level expectations.

Key Takeaways: School Year 2024

- Overall, proficiency rates in math and ELA for school year 2023–24 are slightly higher than school year 2022–23 proficiency rates.

- Many schools improved proficiency rates and these successes can be used to better understand which programs and investments show the most evidence of success and promise.
  - For example, results indicate that the Districtwide focus on High Impact Tutoring and Early Literacy are having a positive impact.

- Overall, the results of the 2024 assessment reinforce that there is no straight-line path to academic recovery from the impacts of the COVID-19 pandemic. Across cohorts, students were impacted by, and have responded to, the interrupted learning differently.

- We are also encouraged by notable improvement in third grade ELA results.

- This year's results provide a view of what is working to accelerate student learning and are a call to action to double down on our investments in evidence-based strategies and lead a renewed commitment to math.
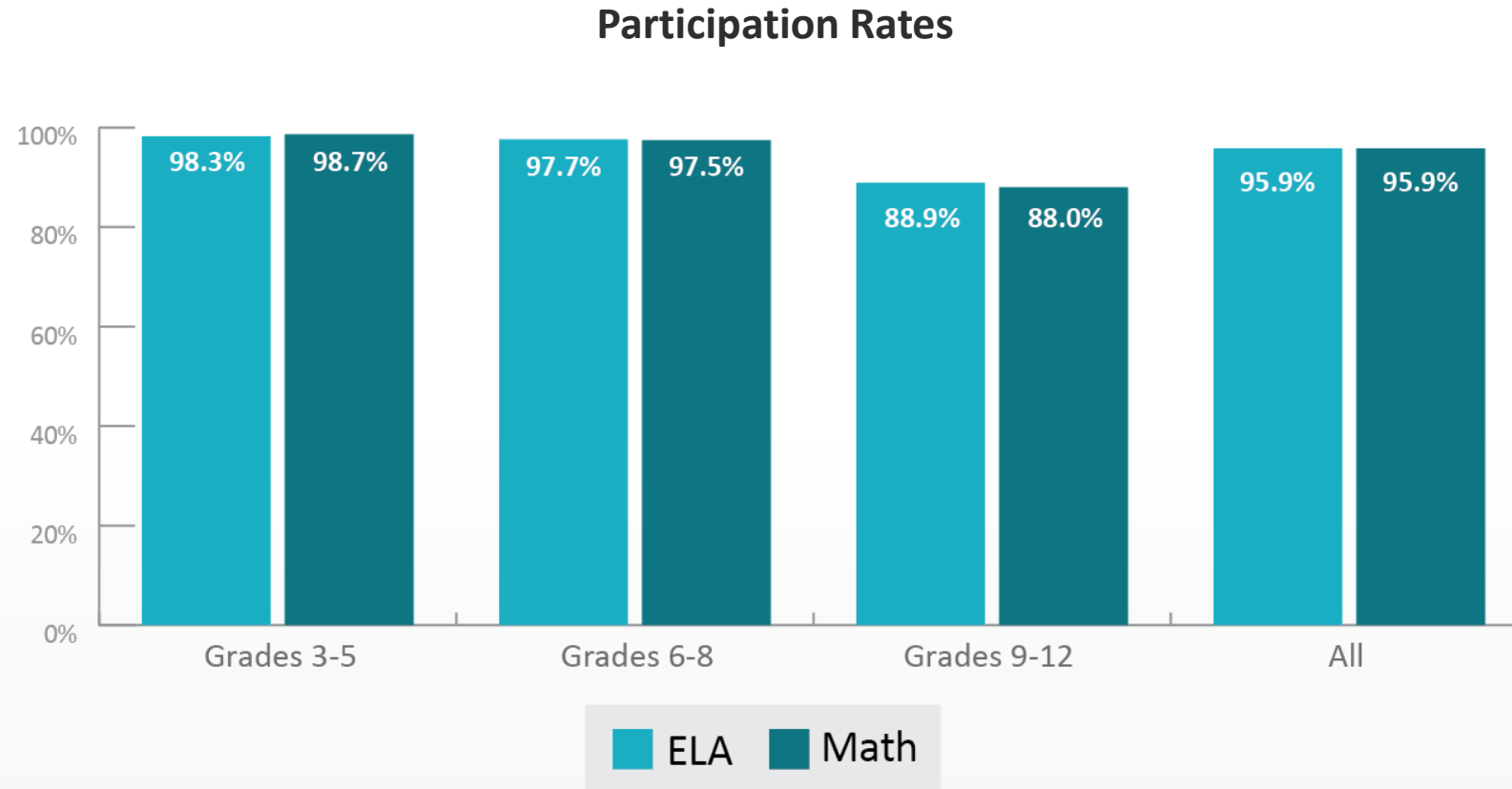
Participation

High participation in assessments ensures a high-quality snapshot of student performance.

Participation Counts

	All		DC CAPE		MSAA*	
*	ELA	Math	ELA	Math	ELA	Math
Eligible Participants	47,848	47,619	47,377	47,148	471	471
Actual Participants	45,896	45,660	45,458	45,221	438	439
Participation Rate	95.9%	95.9%	95.9%	95.9%	93.0%	93.2%

*The Multi-State Alternate Assessment (MSAA) is the alternate statewide assessment in ELA and math administered each year to students with the most significant cognitive disabilities.

Participation is higher in elementary and middle grades than in high school.

Participation Rates

	Grades 3-5	Grades 6-8	Grades 9-12	All
ELA	98.3%	97.7%	88.9%	95.9%
Math	98.7%	97.5%	88.0%	95.9%

Legend: ELA, Math

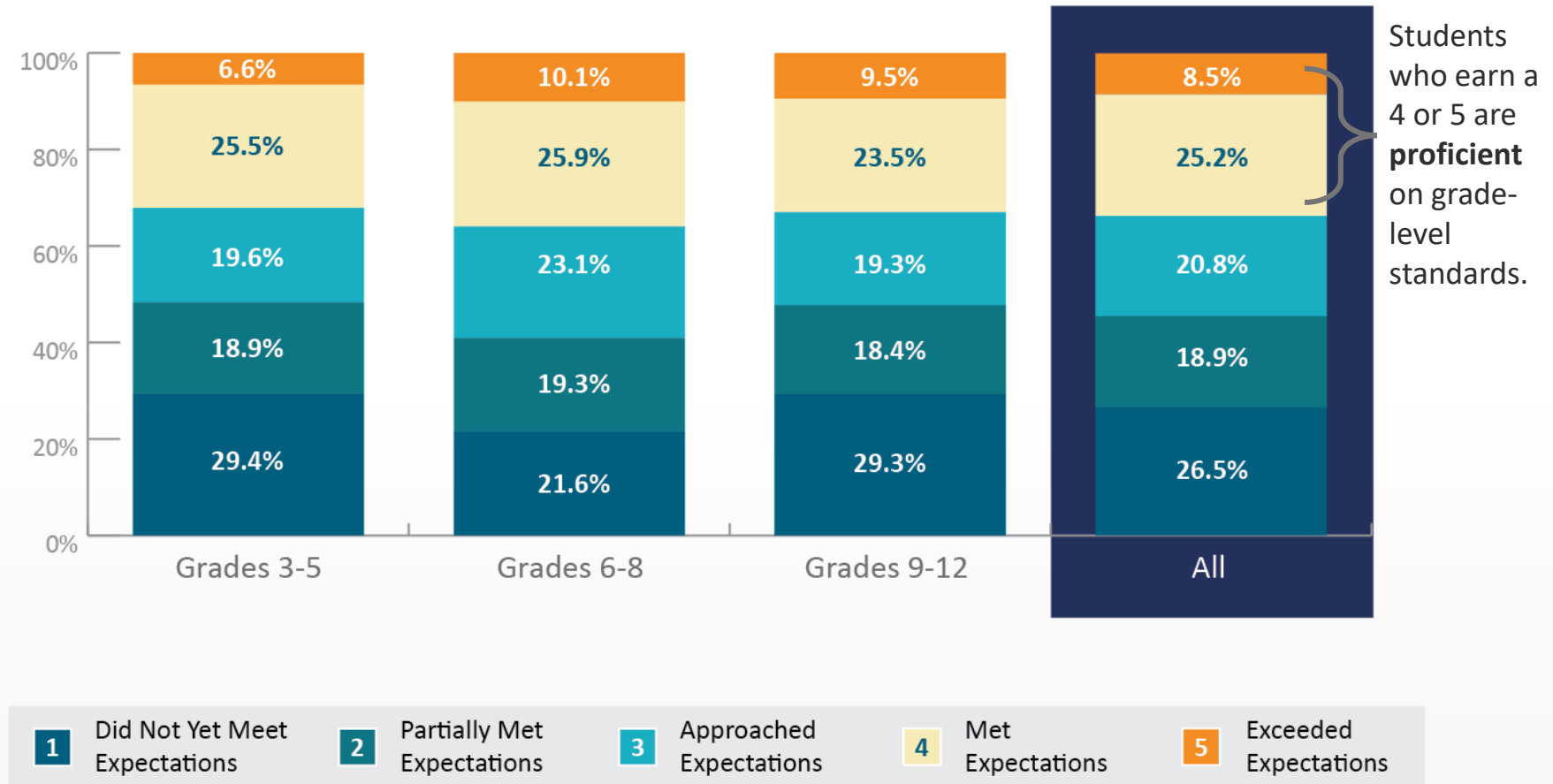# Performance

Statewide assessments measure mastery of grade-level standards, which are taught across all schools in the District.

ELA Performance Levels

33.7% of students who took the ELA DC CAPE assessment met or exceeded grade-level expectations, 20.8% are approaching expectations.

Students who earn a 4 or 5 are **proficient** on grade-level standards.

	Grades 3-5	Grades 6-8	Grades 9-12	All
Exceeded Expectations	6.6%	10.1%	9.5%	8.5%
Met Expectations	25.5%	25.9%	23.5%	25.2%
Approached Expectations	19.6%	23.1%	19.3%	20.8%
Partially Met Expectations	18.9%	19.3%	18.4%	18.9%
Did Not Yet Meet Expectations	29.4%	21.6%	29.3%	26.5%

Legend:
- **1** Did Not Yet Meet Expectations
- **2** Partially Met Expectations
- **3** Approached Expectations
- **4** Met Expectations
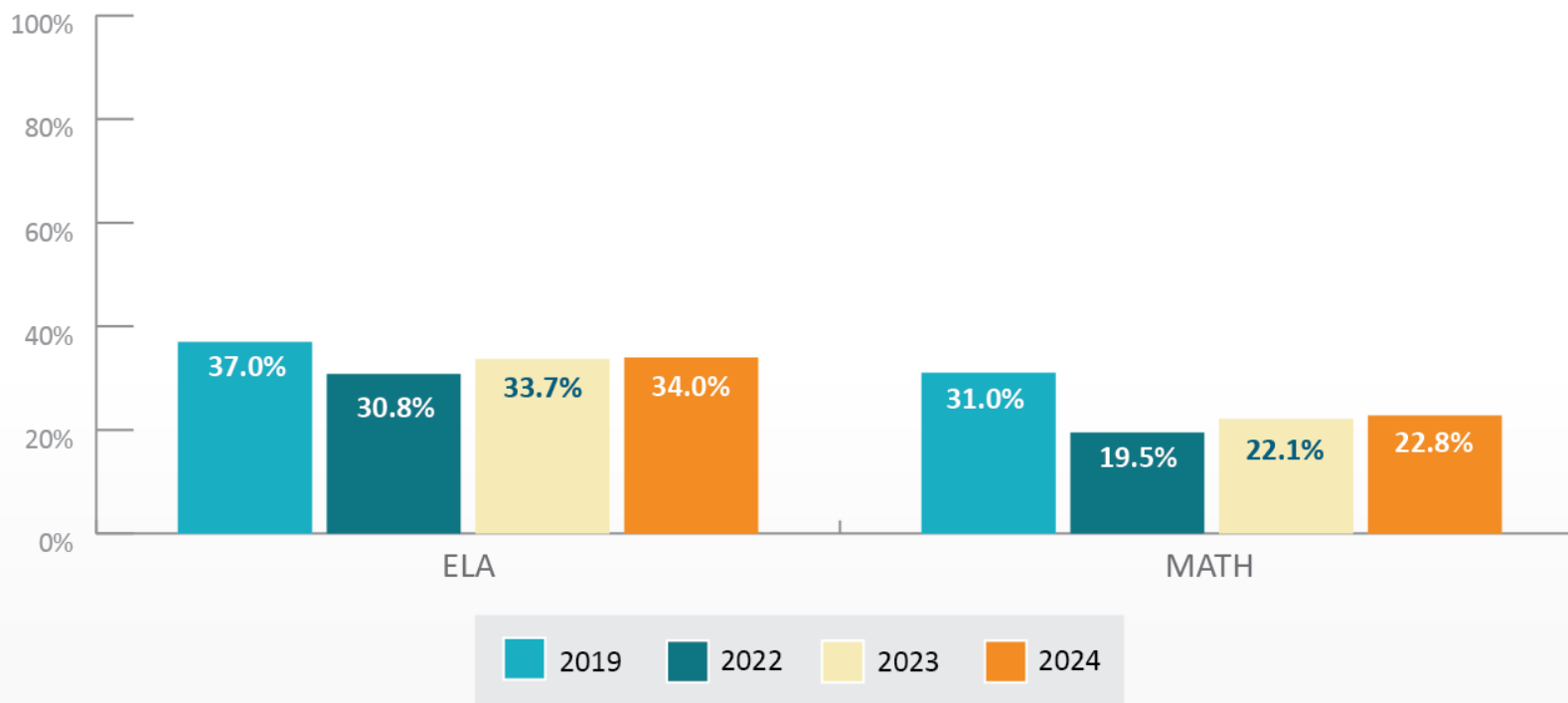- **5** Exceeded Expectations

Math Performance Levels
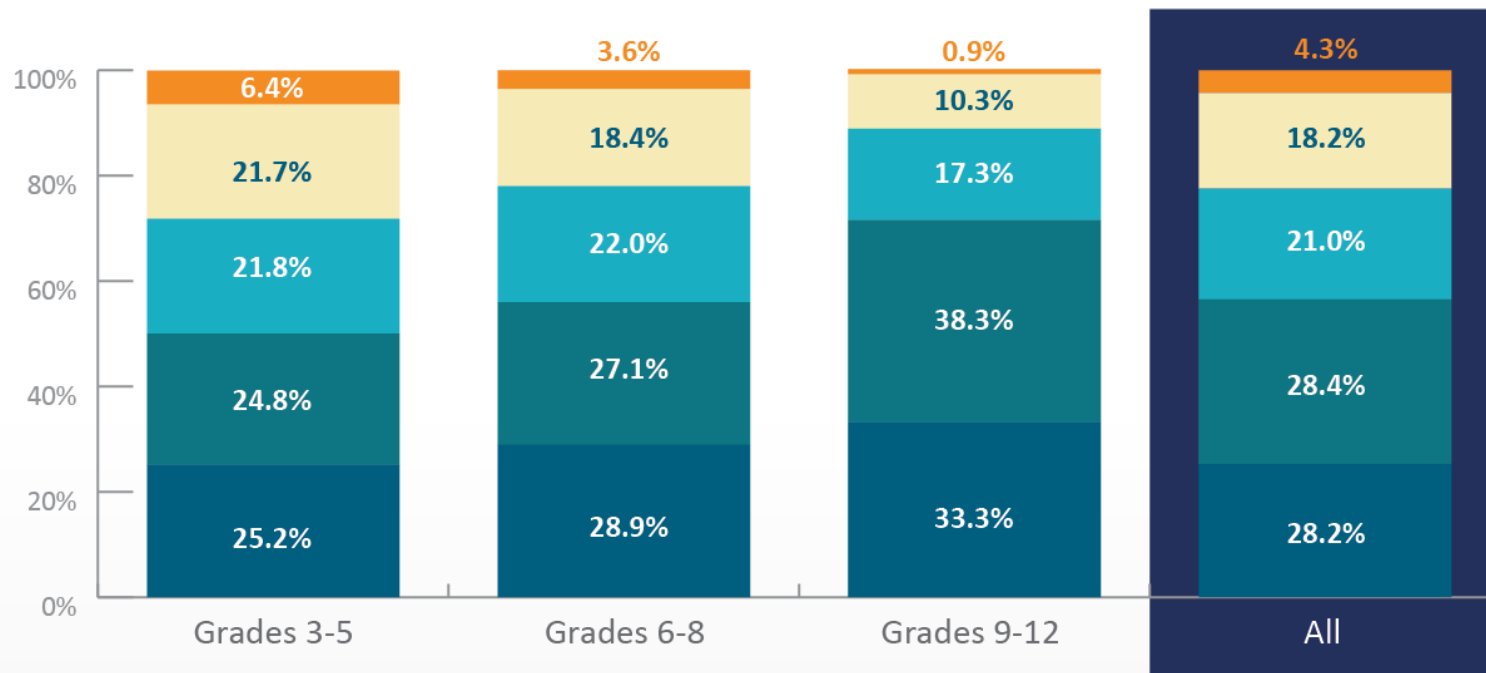
22.5% of students who took the math DC CAPE assessment met or exceeded grade-level expectations, 21.0% of students approached expectations.

Legend:
1. Did Not Yet Meet Expectations
2. Partially Met Expectations
3. Approached Expectations
4. Met Expectations
5. Exceeded Expectations

	Grades 3-5	Grades 6-8	Grades 9-12	All
Exceeded Expectations	6.4%	3.6%	0.9%	4.3%
Met Expectations	21.7%	18.4%	10.3%	18.2%
Approached Expectations	21.8%	22.0%	17.3%	21.0%
Partially Met Expectations	24.8%	27.1%	38.3%	28.4%
Did Not Yet Meet Expectations	25.2%	28.9%	33.3%	28.2%

Proficiency rates in ELA and math have been ticking upwards since 2022.

Chart showing proficiency rates:

ELA
- 2019: 37.0%
- 2022: 30.8%
- 2023: 33.7%
- 2024: 34.0%

MATH
- 2019: 31.0%
- 2022: 19.5%
- 2023: 22.1%
- 2024: 22.8%

Legend: 2019, 2022, 2023, 2024

Note: These rates include both MSAA and DC CAPE results so may vary slightly from previous slides which had DC CAPE data only.

The 2024 ELA proficiency rate is highest in grades 6–8; the math proficiency rate is highest in grades 3–5.

Proficiency Rates

Grades 3-5: ELA 32.3%, Math 28.4%
Grades 6-8: ELA 36.3%, Math 22.2%
Grades 9-12: ELA 33.2%, Math 11.2%
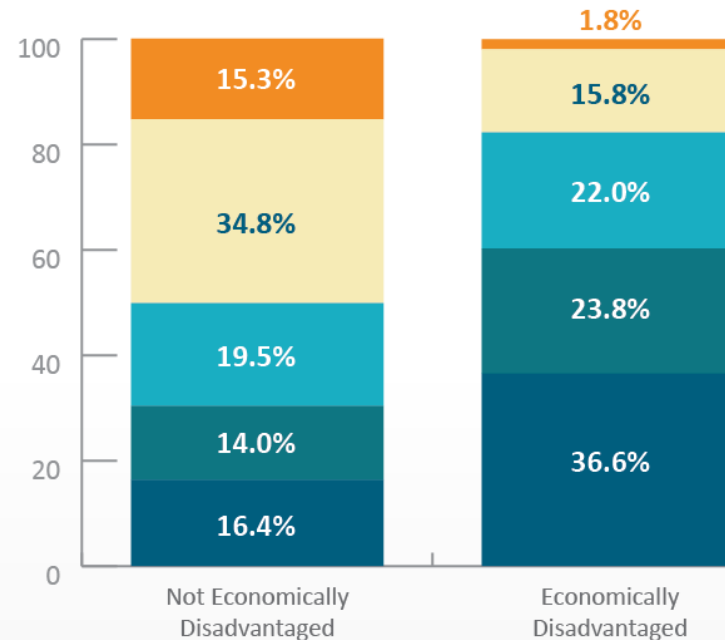All: ELA 34.0%, Math 22.6%

Legend: ELA, Math
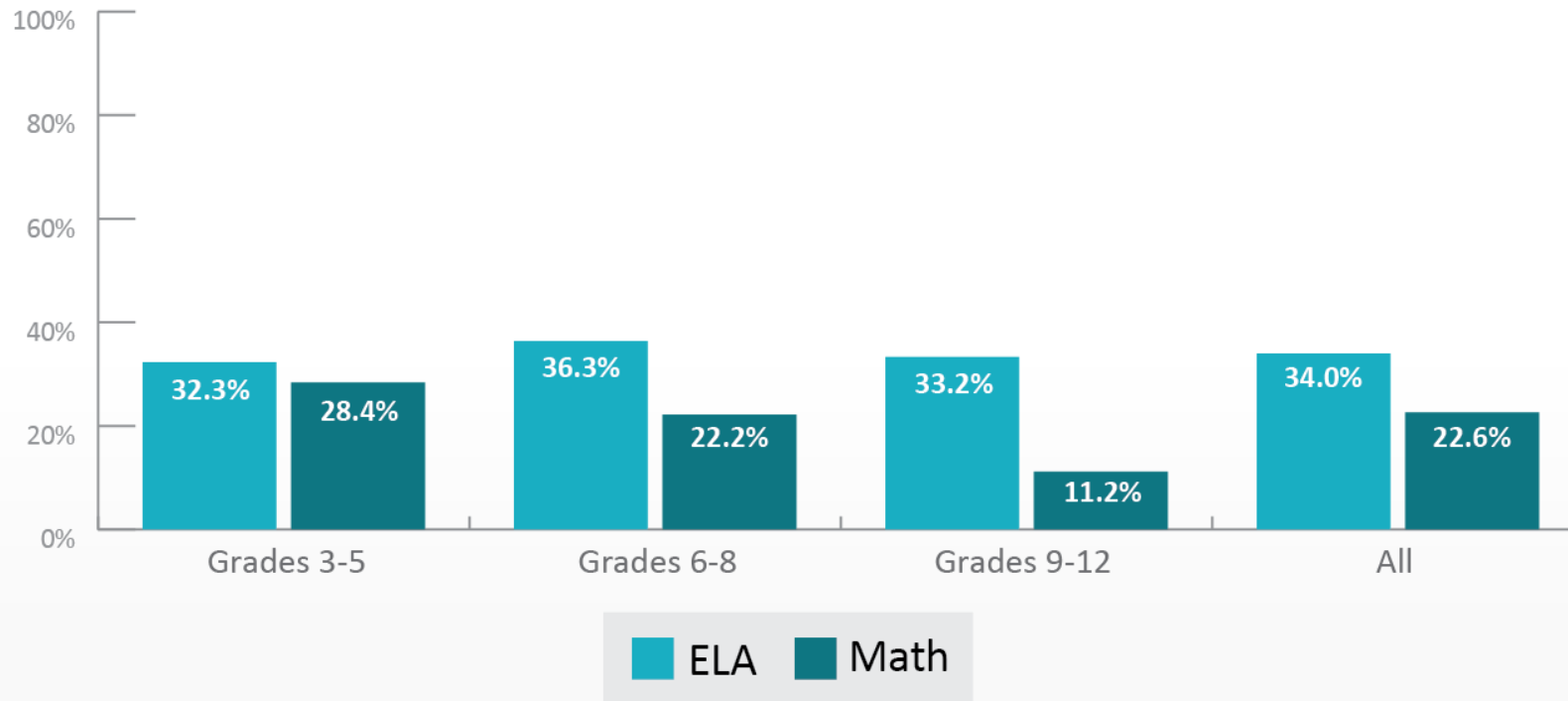
Most race/ethnicity student groups saw similar rates of proficiency in ELA and math in 2023 and 2024.
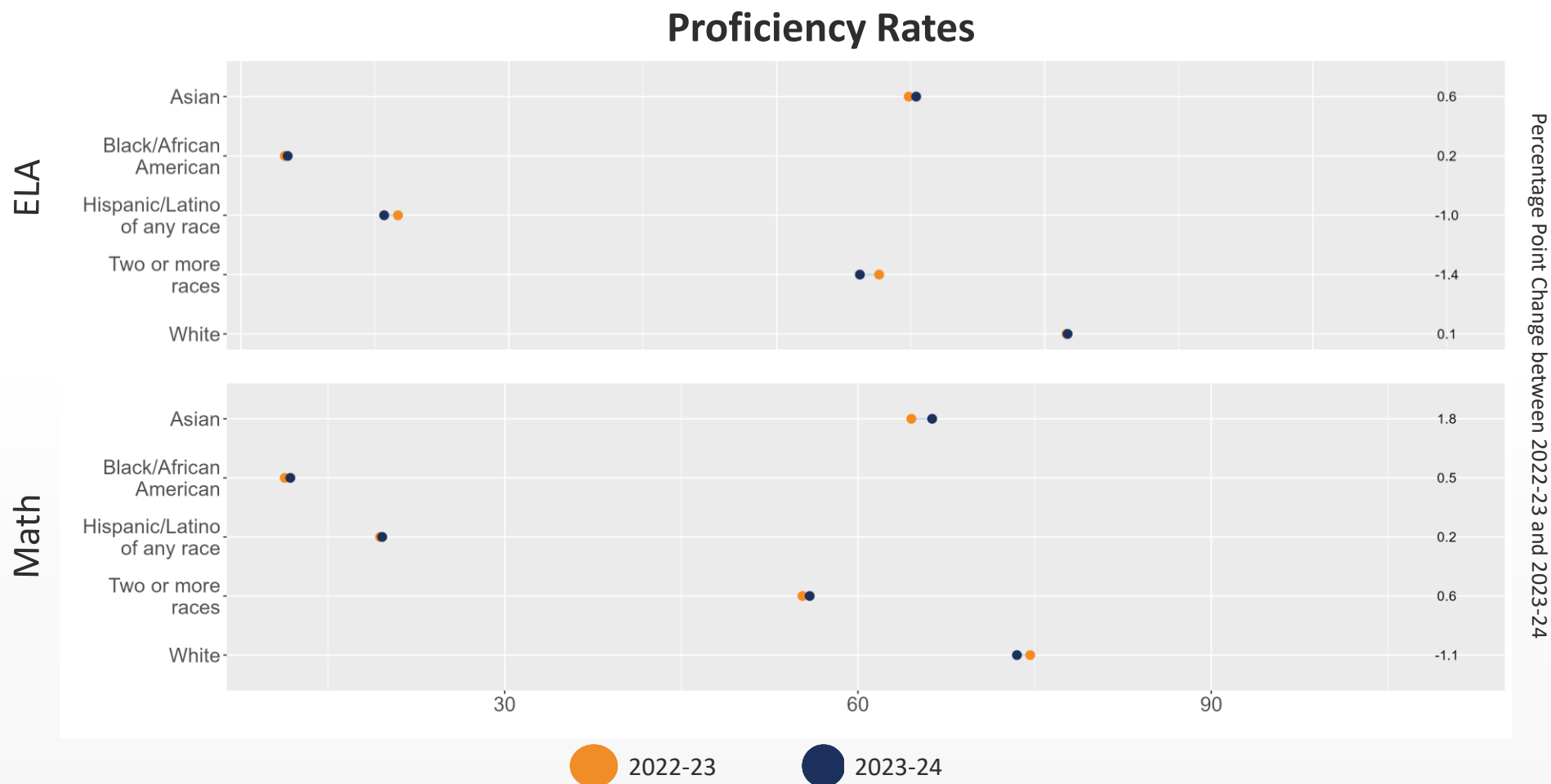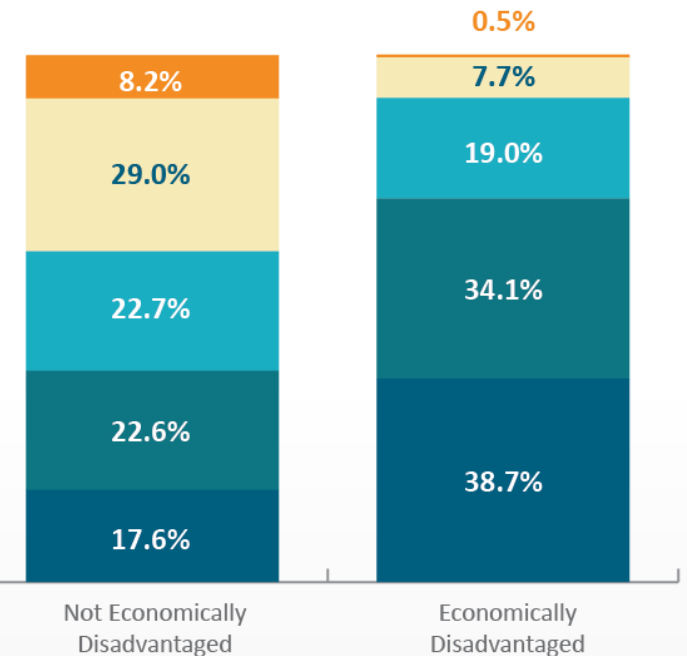
Proficiency Rates

Race/ethnicity groups that compose <1% of the assessed student population are excluded from this graph.

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The difference in DC CAPE proficiency rates between students who are and are not experiencing economic disadvantage is 32.5 percentage points in ELA and 29.0 percentage points in math.

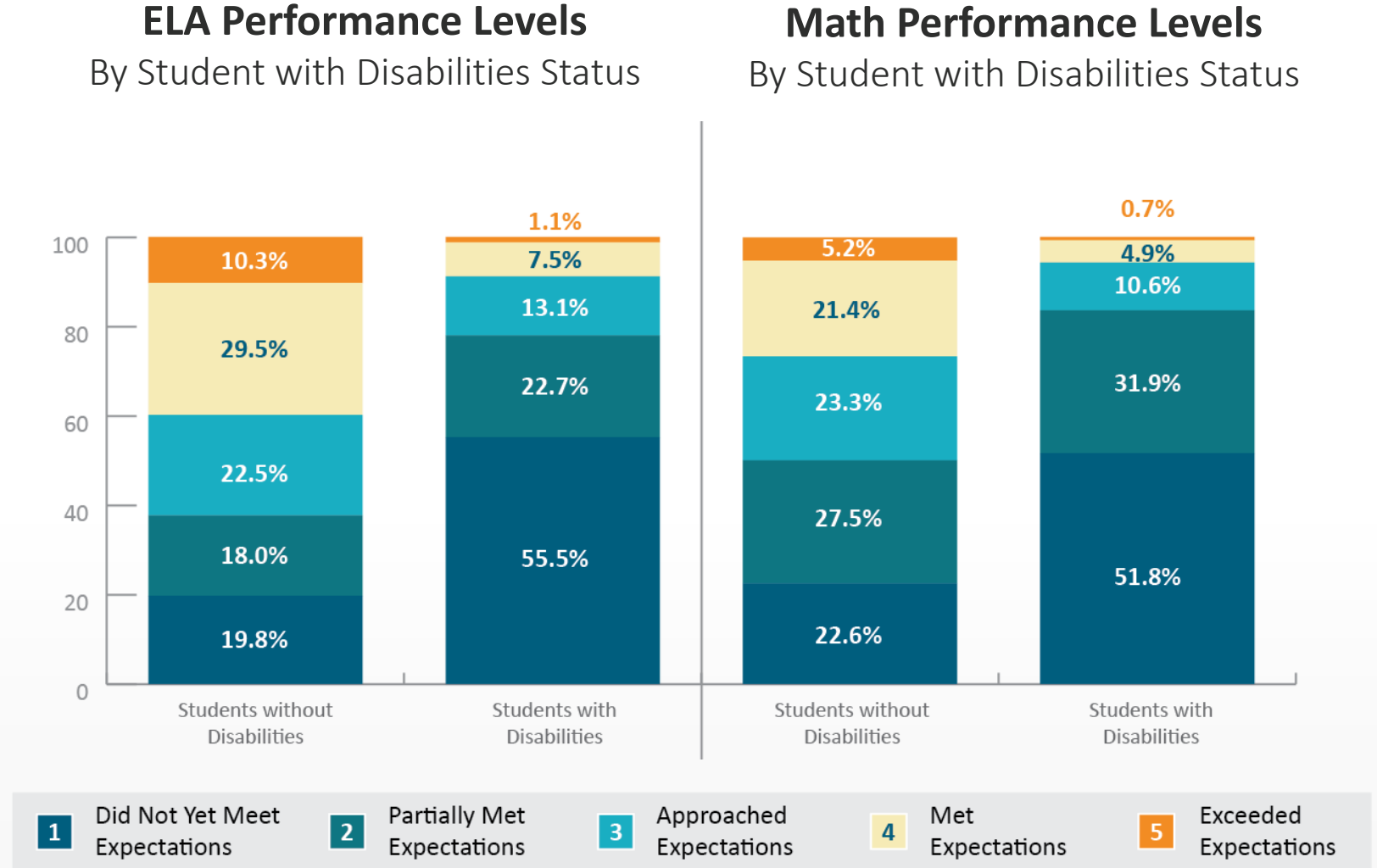## ELA Performance Levels
By Economic Disadvantaged

	Not Economically Disadvantaged	Economically Disadvantaged
Exceeded Expectations	15.3%	1.8%
Met Expectations	34.8%	15.8%
Approached Expectations	19.5%	22.0%
Partially Met Expectations	14.0%	23.8%
Did Not Yet Meet Expectations	16.4%	36.6%

Math Performance Levels
By Economic Disadvantaged

	Not Economically Disadvantaged	Economically Disadvantaged
Exceeded Expectations	8.2%	0.5%
Met Expectations	29.0%	7.7%
Approached Expectations	22.7%	19.0%
Partially Met Expectations	22.6%	34.1%
Did Not Yet Meet Expectations	17.6%	38.7%

Legend:
1. Did Not Yet Meet Expectations
2. Partially Met Expectations
3. Approached Expectations
4. Met Expectations
5. Exceeded Expectations

Students are counted as experiencing economic disadvantage if at any point during the school year they receive TANF or SNAP benefits, experience homelessness, or are a ward of the Child and Family Services Agency (CFSA).

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The difference in DC CAPE proficiency rates between students who are and are not identified as students with disabilities is 31.2 percentage points in ELA and 21.0 percentage points in math.
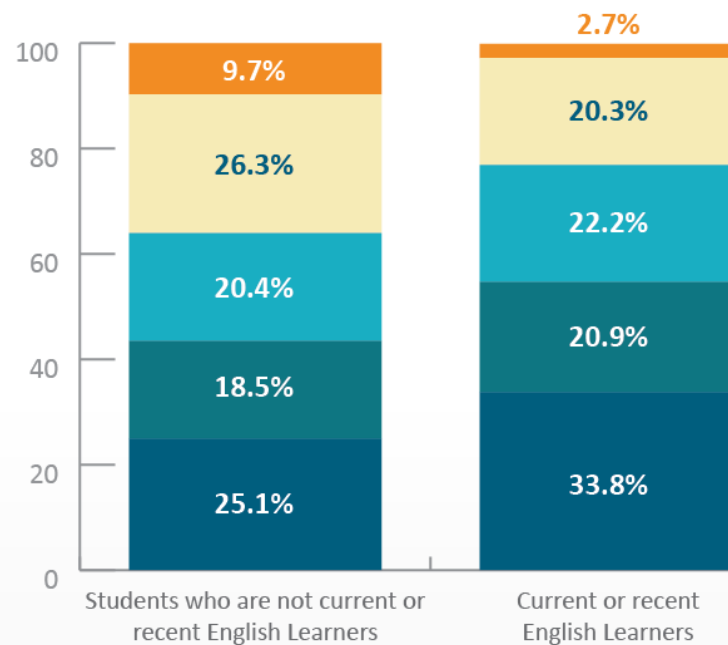
ELA Performance Levels
By Student with Disabilities Status

Math Performance Levels
By Student with Disabilities Status

ELA Performance Levels:

Students without Disabilities:
- 19.8%
- 18.0%
- 22.5%
- 29.5%
- 10.3%

Students with Disabilities:
- 55.5%
- 22.7%
- 13.1%
- 7.5%
- 1.1%

Math Performance Levels:

Students without Disabilities:
- 22.6%
- 27.5%
- 23.3%
- 21.4%
- 5.2%

Students with Disabilities:
- 51.8%
- 31.9%
- 10.6%
- 4.9%
- 0.7%

Legend:
- **1** Did Not Yet Meet Expectations
- **2** Partially Met Expectations
- **3** Approached Expectations
- **4** Met Expectations
- **5** Exceeded Expectations

Students are counted as a student with a disability if they have an Individualized Education Program (IEP).

The difference in DC CAPE proficiency rates between students who are and are not current or recent English Learners is 13.0 percentage points in ELA and 6.6 percentage points in math.

ELA Performance Levels
By English Learner Status

Level	Students who are not current or recent English Learners	Current or recent English Learners
Exceeded Expectations	9.7%	2.7%
Met Expectations	26.3%	20.3%
Approached Expectations	20.4%	22.2%
Partially Met Expectations	18.5%	20.9%
Did Not Yet Meet Expectations	25.1%	33.8%

Math Performance Levels
By English Learner Status

Level	Students who are not current or recent English Learners	Current or recent English Learners
Exceeded Expectations	4.7%	2.1%
Met Expectations	18.9%	14.9%
Approached Expectations	20.4%	23.4%
Partially Met Expectations	27.8%	31.4%
Did Not Yet Meet Expectations	28.2%	28.2%

Legend:
1 Did Not Yet Meet Expectations
2 Partially Met Expectations
3 Approached Expectations
4 Met Expectations
5 Exceeded Expectations
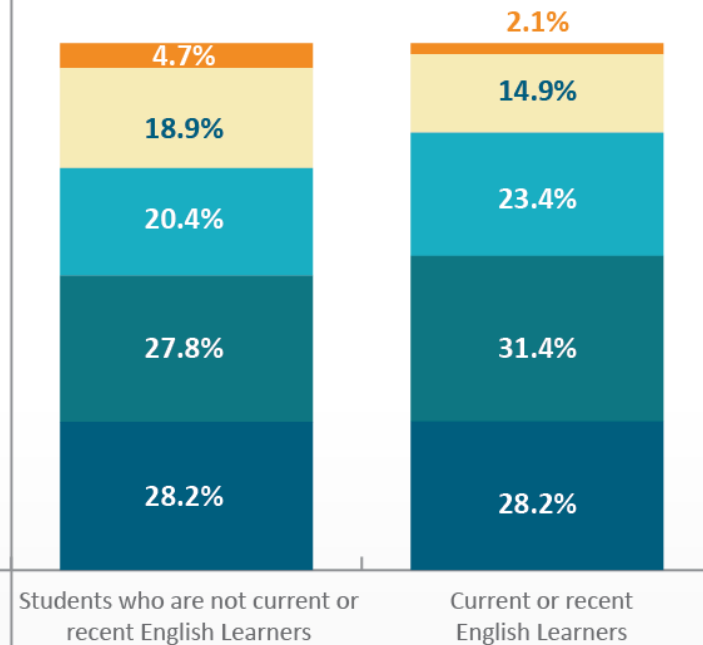
Students are counted as a current or recent English learner if they were an English Learner during the 2023–24 school year or the two prior school years.

Additional Insights

One of the important uses of the statewide assessment is to examine what is accelerating student learning so that it can inform future decisions.

School-Level Improvements Across the District

- Many schools saw meaningful increases in proficiency rates; their successes provide valuable insight on which programs and investments should be scaled more widely.

- 74 schools (33%) increased their ELA proficiency rate by at least three percentage points and 29 schools (13%) by one to three percentage points between 2023 and 2024.

- 57 schools (25%) increased their math proficiency rate by at least three percentage points and 39 schools (17%) by one to three percentage points between 2023 and 2024.
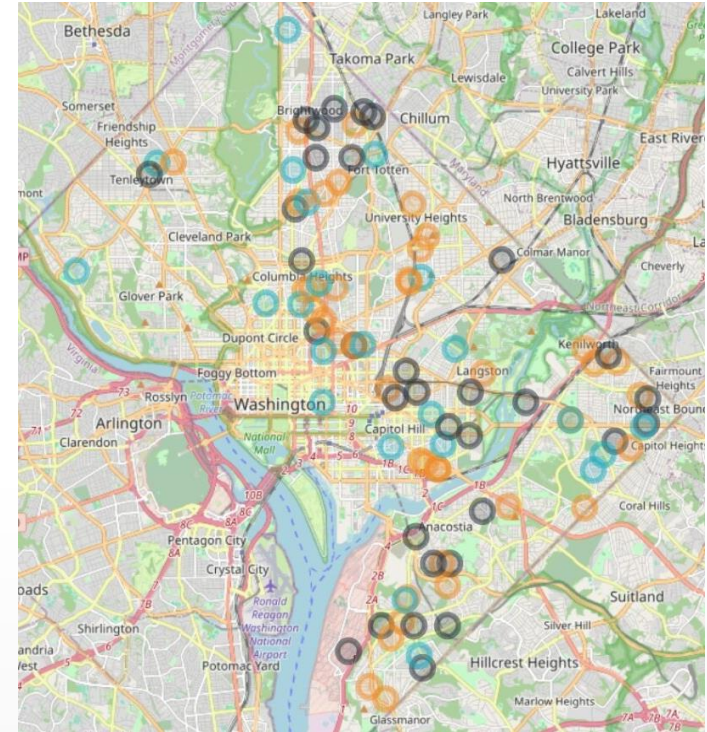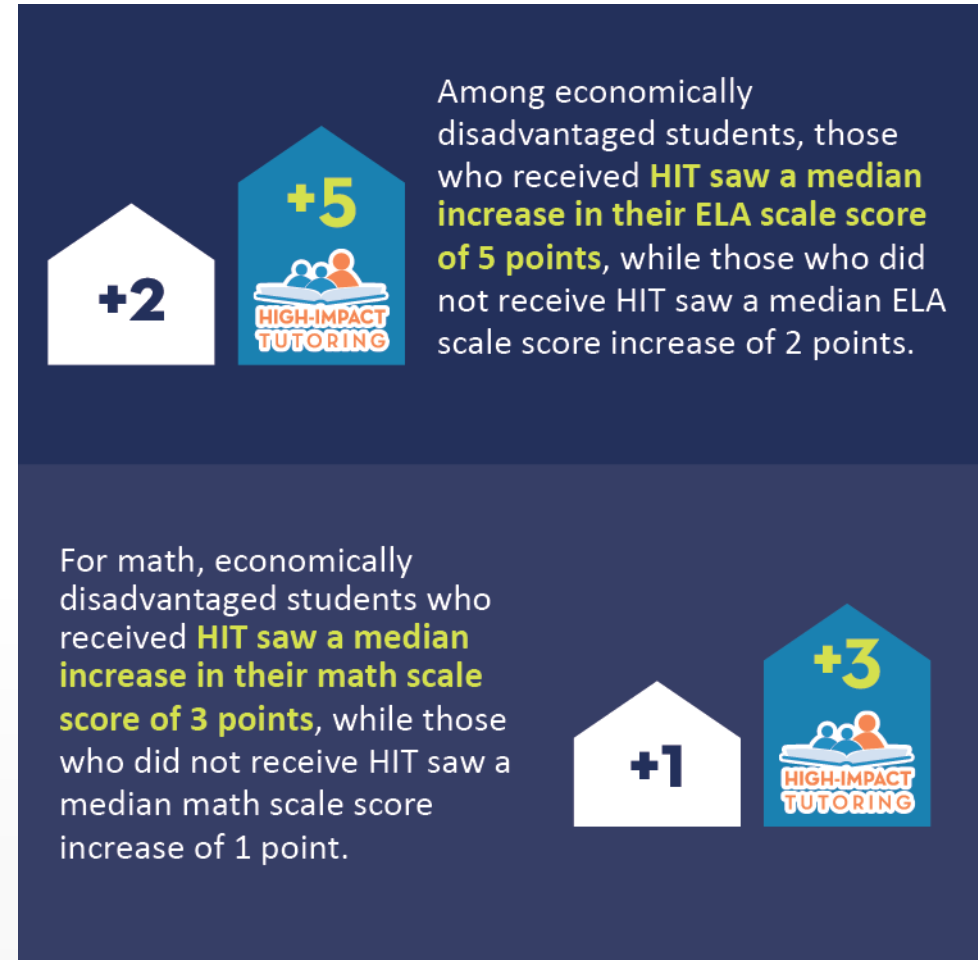

Dots represent schools with at least three percentage point increases in proficiency, by subject.

ELA   Math   ELA & Math

High Impact Tutoring

- Economically disadvantaged students who received High Impact Tutoring (HIT) in ELA saw a greater increase in median scale score than those who did not receive HIT.

- Analysis from the National Student Support Accelerator (NSSA) on the HIT initiative in School Year 2022–23 demonstrate that students who participated in HIT saw greater increases on interim assessments than their peers who did not.

Among economically disadvantaged students, those who received **HIT saw a median increase in their ELA scale score of 5 points**, while those who did not receive HIT saw a median ELA scale score increase of 2 points.

For math, economically disadvantaged students who received **HIT saw a median increase in their math scale score of 3 points**, while those who did not receive HIT saw a median math scale score increase of 1 point.

All students who participate in DC CAPE receive a scale score between 650–850. Scale scores are then converted to Performance Levels 1–5 for easier interpretation. However, students can demonstrate improvement by increasing their scale score even when their Performance Level has not changed.

Early Literacy

- 3rd grade proficiency rates in ELA increased by 2.3 points between 2023 and 2024.

- Early learners were deeply impacted by the COVID-19 pandemic and the District has strengthened its focus on early literacy to increase ELA proficiency in third grade as a foundational skill for future learning in all subjects.

- Most 3rd grade students in 2023–24 were in kindergarten in 2020–21; this is their first statewide assessment.

3rd Grade Proficiency
Rates in ELA

2019	2022	2023	2024
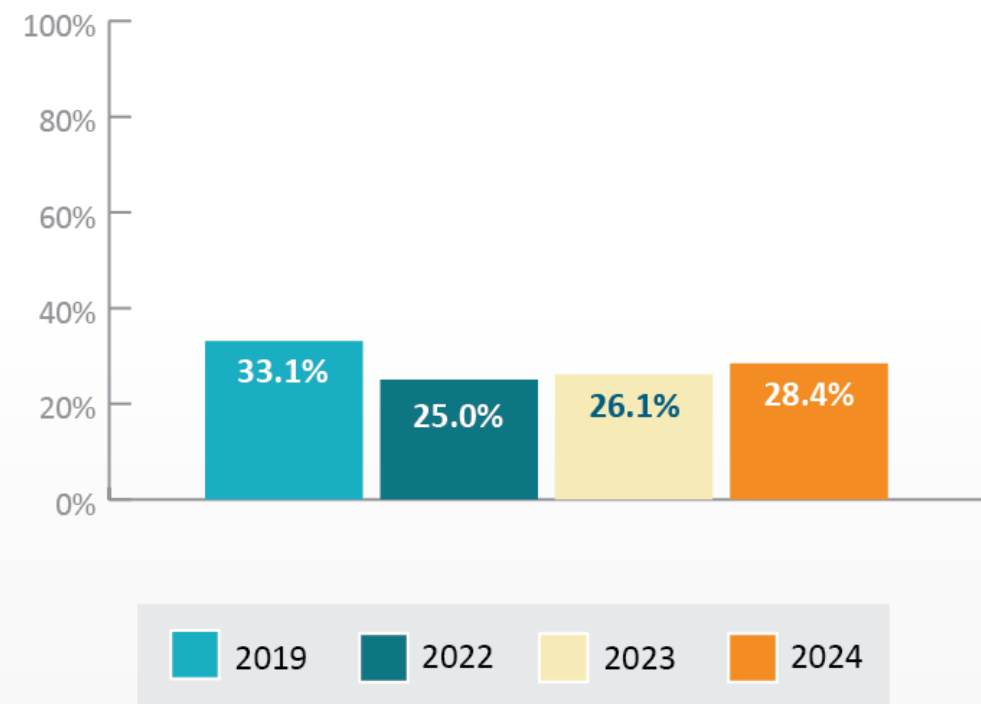
Variation in Middle School Grades

- Variation in proficiency rates by grade level from year to year provide important feedback on which cohorts need additional support.

- In middle school, all grades had a higher proficiency rate in math than the students in the previous year. Only 6th grade students had a higher proficiency rate in ELA.
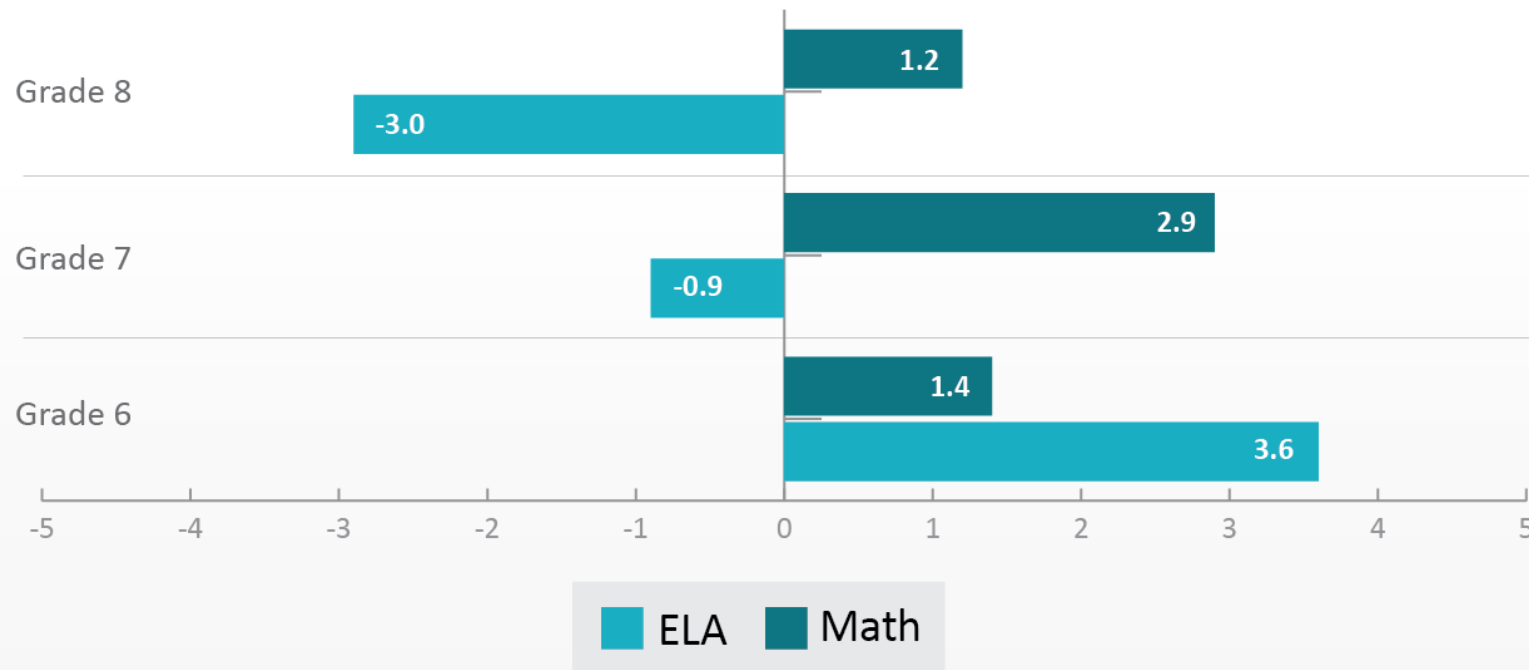
Strategies for Accelerating Student Learning

OSSE, DCPS and PCSB will use insights from assessment data to strengthen their strategies and supports to accelerate learning for all students in the District.

English Language Arts Supports for LEAs

Professional Development

- OSSE offered a variety of professional learning opportunities for teachers which included stipend payments for educators who completed specific coursework.

- Asynchronous modules available on the OSSE Learning Management System (LMS) on the **Science of Reading**.

- Module series on **Dyslexia and Other Reading Difficulties** also available on the LMS.

- **Language Essentials for Teachers of Reading and Spelling (LETRS)** training for K–5 teachers, early childhood educators and school-based administrators.

EARLY LITERACY EDUCATION TASK FORCE

Resources and Supports

- Through the Comprehensive Literacy State Development (CLSD) grant, OSSE has awarded over **$13 million** to LEAs and community-based organizations to support evidence-based literacy practices including literacy coaching, instructional and assessment material and professional development for educators.

- Consistent with the Early Literacy Education Task Force recommendations, OSSE released a suite of supports to strengthen literacy instruction and practices, including:

  - A Literacy Walkthrough Tool to support DC educators in strengthening their instructional practices;

  - High-quality literacy instructional materials guidance, as well as a rubric and a list of science-based literacy instructional materials; and

  - A structured literacy training list.

Math Supports for LEAs

Professional Development

- OSSE is training nearly 420 teachers (225 elementary and 195 secondary educators including 2 full school math teams), through **Math Teacher Bootcamps**.

  - Elementary teachers are engaging in foundational content, number sense, and fluency.

  - Secondary teachers are learning how to integrate the standards for mathematical practice into instruction and developing a growth mindset approach to teaching and learning mathematics.
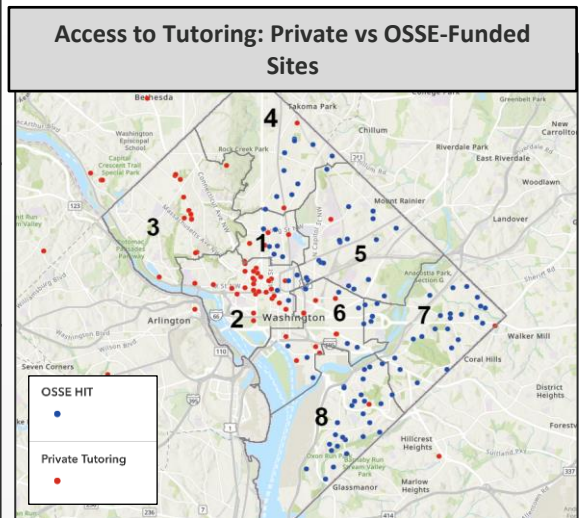
Resources and Supports

- OSSE is launching a Math Task Force, modeled on the Early Literacy Education Task Force, during the 2024–25 school year to actionably engage DC educators and educational leaders in developing a comprehensive statewide strategy to increase mathematical skill, understanding and joy among DC educators and students.

- OSSE is providing high-quality digital math curriculum (Zearn) for 46 DC LEAs and providing expanded opportunities for professional development for both LEA/school leaders and teachers on how to launch and implement the curriculum, use data reports, and tailor instruction to meet student needs.

- OSSE has awarded $13.2 million to expand access to high-impact tutoring in math across the District, with a focus on reaching targeting economically disadvantaged students.

High Impact Tutoring Supports: Impact to Date

Impact of HIT to Date	
Reach	**11,313 unique students received OSSE-funded tutoring** from Jan. 2022 – March 2024 at over 120 schools and 20 community-based sites. **71 percent of HIT students are economically disadvantaged**, compared to 50 percent of DC students.
Academic	NSSA found that during SY22–23, **students receiving OSSE-funded HIT narrowed the academic performance gap with their non-tutored peers**. The effects were greatest among HIT students that attended 20 or more HIT sessions.
Attendance	**HIT improves attendance**. Students receiving OSSE-funded HIT were more likely to come to school on days when tutoring sessions occurred, which translated to a 7 decrease in the probability of absence in SY22–23. This effect was even more pronounced among HIT students with the highest absentee rates, translating into these students **attending 5.2 more days of school over the course of the year**.
School Climate	Students who received OSSE-funded HIT in SY22–23 were **16 percent more likely to report having a trusted adult at school** they can go to for help.
Teacher Pipeline	LEAs and providers report that tutors are becoming DC teachers after their experience with HIT programs. Blueprint (math provider) reports **37 percent of their SY2022–23 tutor cohort became DC school staff this year** (6 teachers, 1 paraprofessional).

FY22-25: OSSE HIT Expansion by Fiscal Year

- Projected Number of Students Served
- Number of Students Served
- Number of Cumulative Unique Students Served

Access to Tutoring: Private vs OSSE-Funded Sites

OSSE HIT
Private Tutoring
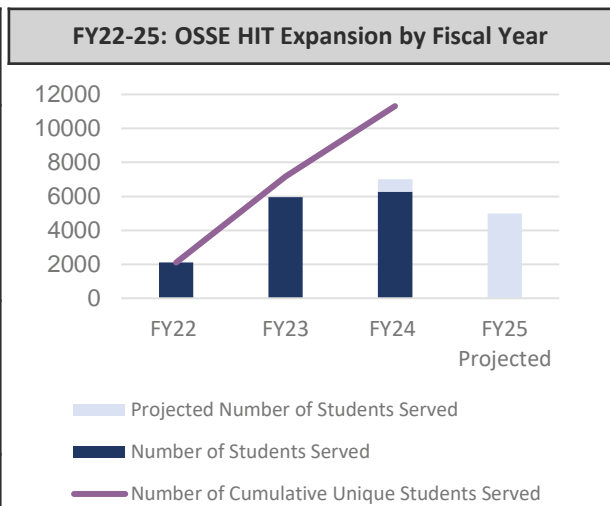
High Impact Tutoring Supports for LEAs: Looking Ahead

Strategic Focus	FY25 Strategy
Expand Access to HIT	**Award HIT grants to LEAs** to support expanding, strengthening and launching HIT programs, with the potential to continue the grant for two additional years pending funding **Award contracts to qualified HIT providers** to partner with eligible schools and provide in-school HIT services to their students at no cost to the LEA.
Target Students with the Most Need	**Embed prioritization of serving schools with high percentages of economically disadvantaged students** into the selection criteria for grants and contracts.
Strengthen HIT Program Quality	**Build LEA and provider capacity** with the continuation of high-quality technical assistance such as professional development opportunities and Communities of Practice. **Conduct structured program observations** and provide feedback and follow-up supports.
Drive Continuous Improvement	**Collect, monitor, and analyze data from LEAs and providers** at the student level. **Sustain structured continuous improvement processes on the OSSE HIT team** to be accountable for incorporating learnings and feedback into our strategy on a regular basis.

Supports for Accelerated Learning

Priority #1: Students Are Succeeding Academically—Math

- Build early screening and intervention into a robust numeracy program for PreK-K alignment, maximizing the number of students performing on or above grade level by the end of 2nd grade.

- Cultivate educators' math expertise through high-quality professional learning.

- Build the pathway to eighth-grade Algebra 1 through high-quality, research-based instruction beginning in PreK.

- Ensure students in every ward have access to the same advanced math, financial literacy, and data science courses.

- Shift mindsets to incite math joy across school communities among students, staff, and families.

DC PUBLIC SCHOOLS

FIVE-YEAR STRATEGIC PLAN

A CAPITAL COMMITMENT

2023-2028

https://dcps.dc.gov/capitalcommitment
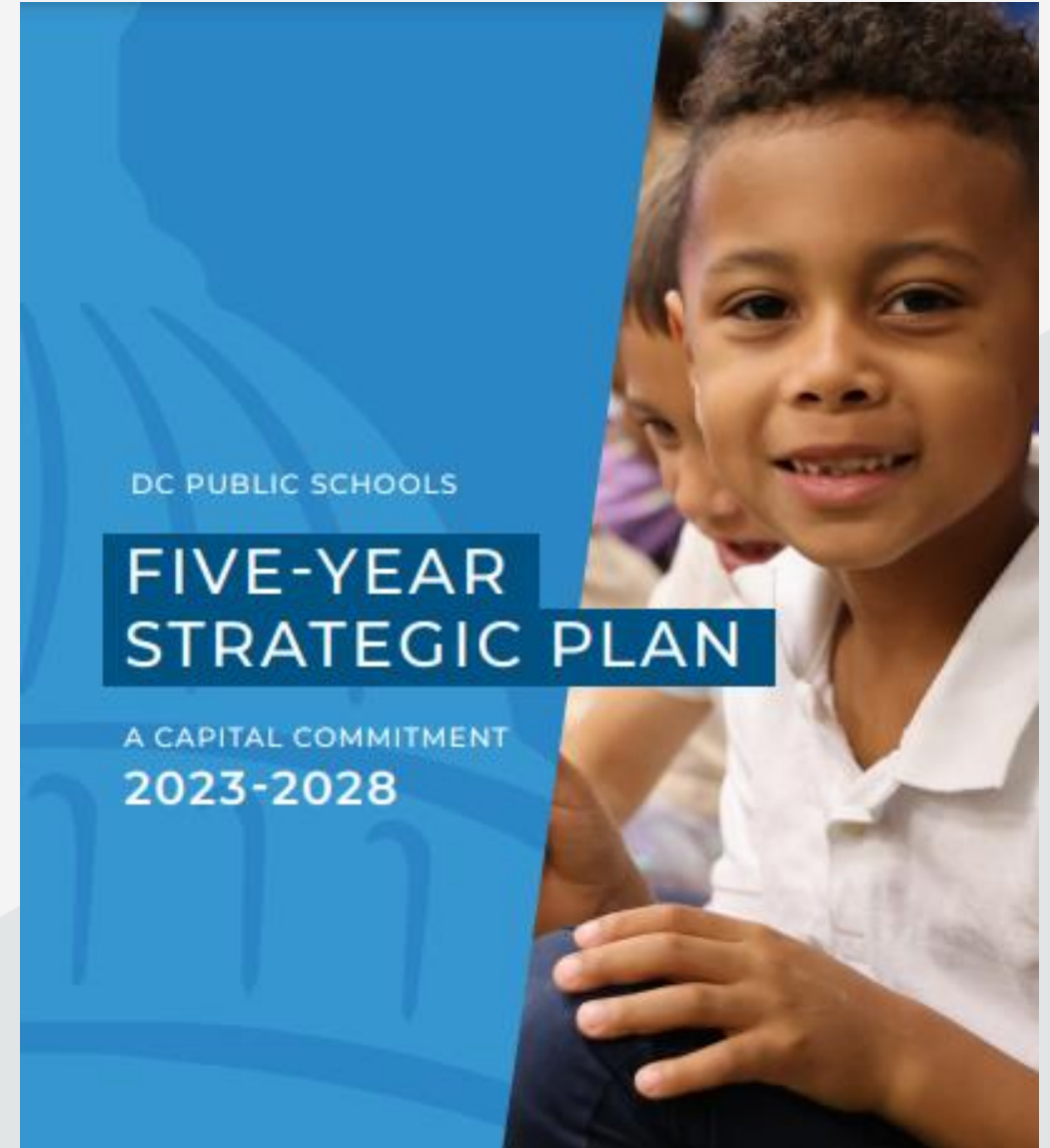
DREAM: DCPS Road to Equity in Math

PK - 5

- ECE Building Blocks year two
- Eureka+ Math for early adopters
- Focus on 1st and 4th grades
- Numeracy screeners to pinpoint misconceptions and inform intervention planning

6 - 12

- Return to year-long Algebra 1 and Geometry
- Pathway Explorers Cohort
- Academies to focus on 6th and 9th grades
- Support classes to ensure dedicated time for data-driven intervention

Priority #1: Students Are Succeeding Academically: ELA

- Integrate literacy into learning experiences across the full PreK-12 curriculum.

- Design and implement project-based learning across all subjects in third through eighth grades.

- Revise assessment strategy to ensure accurate measurement of progress, identify improvement areas, and facilitate appropriate interventions.

- Leverage real-world learning across music, art, health and physical education, science, and social studies to strengthen student comprehension and development.

- Incorporate digital literacy skills into content and curriculum with an emphasis on third through 12th grades.

DC PUBLIC SCHOOLS
CAPITAL COMMITMENT
2023-2028

STRATEGIC PRIORITY
SUCCEEDING ACADEMICALLY

Students thrive across all subjects when they have strong foundations in math and literacy. Through enhanced hands-on learning experiences, real-world inquiry, and knowledge-building—as well as additional resources and supports for instructors—DCPS will ensure every scholar has what they need to excel in the classroom and beyond.

Improving Literacy Across DCPS

PK - 5

- DCPS Decodables year three
- Small group literacy instruction
- Focus on foundational K-2 grades
- Dyslexia screeners to identify reading difficulties and inform intervention planning

6 - 12

- Required Curricular Task (RCT) revision for CAPE alignment
- Secondary pilot for DC Reading Clinic
- Academies to focus on 6th and 9th grades
- Support classes to ensure dedicated time for data-driven intervention

Intervention Strategies Across Disciplines

- High Impact Tutoring (HIT)

- Weekly data meetings
  - Support schools in analyzing student work against grade level standards
  - Ensure whole and small group instruction is both rigorous and aligned to students' strengths and needs

- Continuous improvement
  - Evaluate effectiveness of current intervention models and instructional resources

DC PUBLIC SCHOOLS
CAPITAL COMMITMENT
2023-2028

ONE EQUITY IMPERATIVE:
All DCPS students have access to the **tools**, **support**, and **resources** they need to succeed.

A New Way Forward on Academic Accountability
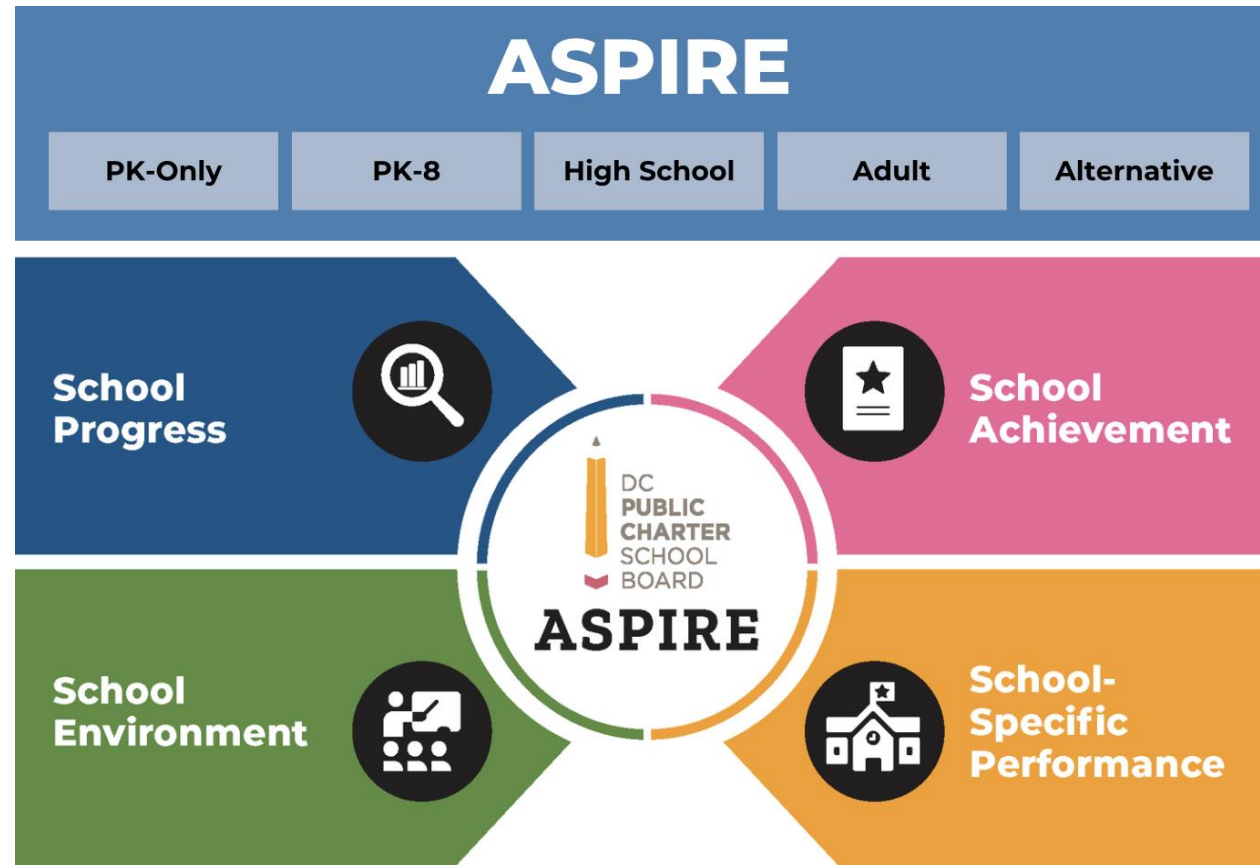
Supplemental Instruction Time and Individualized Tutoring

Schools have invested more effort in customizing instruction and providing tutoring services. They have also increased their staff to support these initiatives.

- Providing students with **supplementary one-on-one time** without interrupting the core curriculum.

- Increasing the number of **ELA and math intervention specialists,** as well as **special education teachers**.

- Scholars are receiving feedback in **real-time** and are leaving class with more answers than questions.

Small-Group Based Learning

Schools have found that **instruction in smaller groups** allows students to retain information more consistently.

- **Instruction is centered around individual learning styles**, allowing scholars to thrive as content is tailored.

- Students can **express and showcase their ideas** more effectively when they learn in smaller groups.

- This setting encourages more **hands-on activities**, resulting in students being more involved and invested in their learning.

Expanded Professional Learning Opportunities

Educators are collaborating with scholars as well as valuing the connection with their peers.

- Schools are implementing an **"everyone is responsible"** mindset as coaches and leadership are stepping in to support learning.

- Professional development is **continuously occurring** throughout the school year, and teachers are learning valuable information from one another.

- Schools are adding **more leadership** in each campus to support their educators.

Appendix

Appendix Notes

- All data have been rounded to the tenths place.

- Color-coded cells do not necessarily indicate meaningful changes. Cells shaded in green indicate a change that is greater than 1. Cells shaded in red indicate a change that is less than -1.

Appendix summary (part 1)

1. State Grades 3-8 Results by Test
2. State Advanced Grades 7 and 8 Results by Enrolled Grade and Test
3. State Grades 9-12 Results by Enrolled Grade and Test
4. State Results by Race/Ethnicity
5. State Results by Student Group
6. State Results by Race and Gender for Females
7. State Results by Race and Gender for Males
8. Participation Rates for State and Sector by Grade-ELA
9. Participation Rates for State and Sector by Grade-Math
10. Overall Results by School Ward
11. ELA Grades 3-8 Results by Test & Sector
12. Math Grades 3-6 Results by Test & Sector
13. Math Advanced Grades 7-8 Results by Test and Sector
14. Grades 9-12 Results by Test & Sector
15. ELA Sector Results by Race/Ethnicity
16. ELA Sector Results by Student Group

Appendix summary (part 2)

17. ELA Sector Results by Race/Ethnicity and Gender for Females
18. ELA Sector Results by Race/Ethnicity and Gender for Males
19. Math Sector Results by Race/ Ethnicity
20. Math Sector Results by Student Group
21. Math Sector Results by Race/Ethnicity and Gender for Females
22. Math Sector Results by Race/Ethnicity and Gender for Males
23. ELA Grades 3-8 Sector Results by Race/Ethnicity
24. ELA Grades 3-8 Sector Results by Student Group
25. ELA Grades 9-12 Sector Results by Race/Ethnicity
26. ELA Grades 9-12 Sector Results by Student Group
27. Math Grades 3-8 Sector Results by Race/Ethnicity
28. Math Grades 3-8 Sector Results by Student Group
29. Math Grades 9-12 Sector Results by Race/Ethnicity
30. Math Grades 9-12 Sector Results by Student Group

1. State Grades 3-8 Results by Test

Tested Grade	State ELA % Met or Exceeded Expectations			State Math % Met or Exceeded Expectations		
	2023	2024	% Point Change	2023	2024	% Point Change
Enrolled 3-8	**33.7%**	**34.2%**	**0.5%**	**24.9%**	**25.6%**	**0.7%**
Grade 3 Test	26.1%	28.4%	2.3%	30.7%	30.0%	-0.7%
Grade 4 Test	34.7%	35.0%	0.3%	29.4%	28.6%	-0.8%
Grade 5 Test	33.5%	34.0%	0.5%	25.5%	26.6%	1.1%
Grade 6 Test	31.6%	35.2%	3.6%	20.7%	22.1%	1.4%
Grade 7 Test	39.1%	38.2%	-0.9%	20.3%	22.7%	2.4%
Grade 8 Test	38.7%	35.7%	-3.0%	12.2%	11.8%	-0.4%

2. Advanced Math Results for Grades 7 and 8 by Enrolled Grade and Test

Enrolled Grade - Test	State Math % Met or Exceeded Expectations		
	2023	**2024**	**% Point Change**
Seventh Grade - All Tests	**21.6%**	**24.5%**	**2.9%**
Seventh Grade - Grade 7	20.3%	22.7%	2.4%
Seventh Grade - Algebra I	91.8%	94.9%	3.1%
Eighth Grade - Grade 8	**12.2%**	**11.8%**	**-0.4%**
Eighth Grade - Geometry	88.0%	70.4%	-17.6%
Eighth Grade - Algebra I	37.7%	40.4%	2.7%

3. Grades 9-12 Results by Test

Test	State % Met or Exceeded Expectations		
	2023	**2024**	**% Point Change**
All ELA Tests	**33.6%**	**33.3%**	**-0.3%**
English I	33.4%	32.9%	-0.5%
English II	33.8%	33.5%	-0.3%
All Math Tests	**10.8%**	**11.3%**	**0.5%**
Algebra I	9.0%	9.6%	0.6%
Geometry	10.8%	11.3%	0.5%
Algebra II	52.5%	46.2%	-6.3%

4. Results by Race/Ethnicity

Race/Ethnicity	State ELA % Met or Exceeded Expectations			State Math % Met or Exceeded Expectations		
	2023	**2024**	**% Point Change**	**2023**	**2024**	**% Point Change**
All Students	**33.7%**	**34.0%**	**0.3%**	**22.1%**	**22.8%**	**0.7%**
American Indian/Alaska Native	32.1%	34.0%	1.9%	19.2%	22.4%	3.2%
Asian	69.8%	70.4%	0.6%	64.5%	66.3%	1.8%
Black/African American	23.3%	23.5%	0.2%	11.3%	11.8%	0.5%
Hispanic/Latino of any race	31.7%	30.7%	-1.0%	19.4%	19.6%	0.2%
Native Hawaiian or Other Pacific Islander	37.5%	36.4%	-1.1%	33.3%	34.8%	1.5%
Two or More Races	67.6%	66.2%	-1.4%	55.3%	55.9%	0.6%
White/Caucasian	81.6%	81.7%	0.1%	74.6%	73.5%	-1.1%

5. Results by Student Group

Student Group	State ELA % Met or Exceeded Expectations			State Math % Met or Exceeded Expectations		
	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.7%**	**34%**	**0.3%**	**22.1%**	**22.8%**	**0.7%**
Homeless	15.5%	13.8%	-1.7%	7.3%	7.1%	-0.2%
Female	38.6%	38.1%	-0.5%	21.5%	21.9%	0.4%
Male	29.0%	30.0%	1.0%	22.7%	23.6%	0.9%
Non-binary	71.9%	70.6%	-1.3%	38.5%	34.4%	-4.1%
English Learner	12.9%	11.5%	-1.4%	11.2%	9.6%	-1.6%
Economically Disadvantaged	18.4%	17.9%	-0.5%	8.3%	8.5%	0.2%
Students With Disabilities	9.7%	10.3%	0.6%	7.6%	7.6%	0.0%

6. Results by Race and Gender for Females

Gender - Race/Ethnicity	State ELA % Met or Exceeded Expectations			State Math % Met or Exceeded Expectations		
	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.7%**	**34.0%**	**0.3%**	**22.1%**	**22.8%**	**0.7%**
American Indian/Alaska Native-Female	DS	DS	N/A	DS	DS	N/A
Asian-Female	77.5%	78.1%	0.6%	64.0%	67.1%	3.1%
Black/African American-Female	27.8%	27.8%	0.0%	11.0%	11.6%	0.6%
Hispanic/Latino of any race-Female	37.4%	34.8%	-2.6%	17.8%	18.1%	0.3%
Native Hawaiian/Other Pacific Islander-Female	n<10	n<10	N/A	n<10	n<10	N/A
Two or More Races-Female	73.8%	71.8%	-2.0%	55.6%	55.4%	-0.2%
White-Female	86.5%	85.7%	-0.8%	73.9%	71.1%	-2.8%

7. Results by Race and Gender for Males

Gender - Race/Ethnicity	State ELA % Met or Exceeded Expectations			State Math % Met or Exceeded Expectations		
	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.7%**	**34.0%**	**0.3%**	**22.1%**	**22.8%**	**0.7%**
American Indian/Alaska Native-Male	DS	DS	N/A	DS	DS	N/A
Asian-Male	62.6%	63.3%	0.7%	65.0%	65.7%	0.7%
Black/African American-Male	18.9%	19.4%	0.5%	11.7%	12.1%	0.4%
Hispanic/Latino of any race-Male	26.4%	26.6%	0.2%	21.0%	21.1%	0.1%
Native Hawaiian/Other Pacific Islander-Male	DS	DS	N/A	DS	DS	N/A
Two or More Races-Male	61.8%	61.3%	-0.5%	54.9%	56.3%	1.4%
White-Male	76.9%	78.0%	1.1%	75.5%	75.9%	0.4%

8. Participation Rates for State and Sector-ELA

Enrolled Grade	ELA Participation								
	State			DCPS			PCS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Grades	96.2%	95.9%	-0.3%	95.1%	94.6%	-0.5%	97.5%	97.6%	0.1%
3rd Grade	98.3%	98.2%	-0.1%	98.0%	97.7%	-0.3%	98.7%	98.9%	0.2%
4th Grade	98.4%	98.6%	0.2%	98.4%	98.3%	-0.1%	98.5%	99.1%	0.6%
5th Grade	98.4%	98.1%	-0.3%	98.1%	97.7%	-0.4%	98.8%	98.7%	-0.1%
6th Grade	97.8%	98.3%	0.5%	97.2%	97.8%	0.6%	98.3%	98.8%	0.5%
7th Grade	97.9%	97.7%	-0.2%	97.2%	97.3%	0.1%	98.5%	98.1%	-0.4%
8th Grade	97.2%	97.1%	-0.1%	96.5%	96.4%	-0.1%	97.9%	97.9%	0.0%
3rd-8th Grades	98.0%	98.0%	0.0%	97.7%	97.6%	-0.1%	98.5%	98.6%	0.1%
9th-12th Grades	89.9%	88.9%	-1.0%	87.6%	86.1%	-1.5%	93.5%	93.5%	0.0%

9. Participation Rates for State and Sector-Math

Enrolled Grade	Math Participation								
	State			DCPS			PCS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Grades	**96.0%**	**95.9%**	**-0.1%**	**94.9%**	**94.6%**	**-0.3%**	**97.4%**	**97.5%**	**0.1%**
3rd Grade	98.5%	98.4%	-0.1%	98.5%	98.1%	-0.4%	98.5%	98.8%	0.3%
4th Grade	98.5%	99.1%	0.6%	98.7%	98.9%	0.2%	98.2%	99.3%	1.1%
5th Grade	98.4%	98.5%	0.1%	98.3%	98.4%	0.1%	98.6%	98.7%	0.1%
6th Grade	97.7%	98.2%	0.5%	97.4%	98.2%	0.8%	98.0%	98.3%	0.3%
7th Grade	97.7%	97.3%	-0.4%	97.3%	96.6%	-0.7%	98.0%	97.9%	-0.1%
8th Grade	96.9%	97.0%	0.1%	96.5%	96.2%	-0.3%	97.3%	97.7%	0.4%
3rd-8th Grades	98.0%	98.1%	0.1%	97.9%	97.9%	0.0%	98.1%	98.4%	0.3%
9th-12th Grades	88.8%	88.0%	-0.8%	85.4%	84.8%	-0.6%	94.2%	93.3%	-0.9%

10. Results by School Ward

Ward	State ELA % Met or Exceeded Expectations			State Math % Met or Exceeded Expectations		
	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.7%**	**34.0%**	**0.3%**	**22.1%**	**22.8%**	**0.7%**
Ward 1	28.2%	28.9%	0.7%	16.4%	18.0%	1.6%
Ward 2	55.5%	55.2%	-0.3%	40.4%	41.3%	0.9%
Ward 3	71.0%	70.5%	-0.5%	59.5%	60.0%	0.5%
Ward 4	36.0%	36.3%	0.3%	23.7%	24.0%	0.3%
Ward 5	30.7%	29.1%	-1.6%	18.4%	17.7%	-0.7%
Ward 6	41.7%	44.7%	3.0%	26.0%	28.6%	2.6%
Ward 7	18.8%	19.4%	0.6%	9.7%	10.8%	1.1%
Ward 8	16.4%	17.2%	0.8%	8.9%	9.4%	0.5%

11. ELA Grades 3-8 Results by Test and Sector

Tested Grade	ELA % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
Grade All Test	**33.7%**	**34.2%**	**0.5%**	**29.2%**	**29.9%**	**0.7%**	**38.1%**	**38.4%**	**0.3%**
Grade 3 Test	26.1%	28.4%	2.3%	18.0%	19.1%	1.1%	32.3%	35.2%	2.9%
Grade 4 Test	34.7%	35.0%	0.3%	25.8%	26.7%	0.9%	41.3%	40.7%	-0.6%
Grade 5 Test	33.5%	34.0%	0.5%	28.2%	28.6%	0.4%	38.0%	38.5%	0.5%
Grade 6 Test	31.6%	35.2%	3.6%	27.5%	32.3%	4.8%	36.8%	38.9%	2.1%
Grade 7 Test	39.1%	38.2%	-0.9%	37.8%	36.2%	-1.6%	40.8%	40.7%	-0.1%
Grade 8 Test	38.7%	35.7%	-3.0%	37.3%	35.1%	-2.2%	40.5%	36.6%	-3.9%

12. Math Grades 3-8 Results by Test and Sector

Tested Grade	Math % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
Grade All Test	**24.9%**	**25.6%**	**0.7%**	**20.0%**	**20.6%**	**0.6%**	**29.5%**	**30.3%**	**0.8%**
Grade 3 Test	30.7%	30.0%	-0.7%	22.0%	21.6%	-0.4%	37.4%	36.3%	-1.1%
Grade 4 Test	29.4%	28.6%	-0.8%	21.8%	20.1%	-1.7%	35.1%	34.6%	-0.5%
Grade 5 Test	25.5%	26.6%	1.1%	21.5%	21.5%	0.0%	28.8%	30.8%	2.0%
Grade 6 Test	20.7%	22.1%	1.4%	17.3%	19.2%	1.9%	25.1%	25.8%	0.7%
Grade 7 Test	20.3%	22.7%	2.4%	19.3%	21.6%	2.3%	21.6%	24.2%	2.6%
Grade 8 Test	12.2%	11.8%	-0.4%	15.2%	15.0%	-0.2%	8.2%	7.3%	-0.9%

13. Advanced Math Grades 7-8 Results by Test and Sector

Enrolled Grade - Test	7-8th Grade Advanced Math % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
Seventh Grade - All Tests	**21.6%**	**24.5%**	**2.9%**	**19.9%**	**22.0%**	**2.1%**	**23.6%**	**27.6%**	**4.0%**
Seventh Grade - Grade 7	20.3%	22.7%	2.4%	19.3%	21.6%	2.3%	21.6%	24.2%	2.6%
Seventh Grade - Algebra I	91.8%	94.9%	3.1%	95.0%	>95%	N/A	90.9%	94.2%	3.3%
Eighth Grade - All Tests	**19.5%**	**20.7%**	**1.2%**	**17.8%**	**19.4%**	**1.6%**	**21.6%**	**22.3%**	**0.7%**
Eighth Grade - Grade 8	12.2%	11.8%	-0.4%	15.2%	15.0%	-0.2%	8.2%	7.3%	-0.9%
Eighth Grade - Algebra I	37.7%	40.4%	2.7%	29.4%	36.9%	7.5%	41.6%	41.8%	0.2%
Eighth Grade - Geometry	88.0%	70.4%	-17.6%	80.8%	55.1%	-25.7%	90.1%	91.5%	1.4%

14.Grades 9-12 Results by Test & Sector

Test	% Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All ELA Tests	**33.6%**	**33.3%**	**-0.3%**	**28.1%**	**26.8%**	**-1.3%**	**37.6%**	**38.1%**	**0.5%**
English I	33.4%	32.9%	-0.5%	27.2%	25.9%	-1.3%	38.3%	38.7%	0.4%
English II	33.8%	33.5%	-0.3%	29.3%	27.9%	-1.4%	36.9%	37.2%	0.3%
All Math Tests	**10.8%**	**11.3%**	**0.5%**	**9.1%**	**8.5%**	**-0.6%**	**12.2%**	**13.5%**	**1.3%**
Algebra I	9.0%	9.6%	0.6%	7.9%	8.0%	0.1%	10.1%	11.1%	1.0%
Geometry	10.8%	11.3%	0.5%	9.8%	8.3%	-1.5%	11.6%	13.4%	1.8%
Algebra II	52.5%	46.2%	-6.3%	33.3%	24.1%	-9.2%	59.0%	63.5%	4.5%

15. ELA Sector Results by Race/Ethnicity

| Race/Ethnicity | ELA % Met or Exceeded Expectations | | | | | | | | |
| | State | | | PCS | | | DCPS | | |
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.7%**	**34.0%**	**0.3%**	**29.0%**	**29.3%**	**0.3%**	**38.0%**	**38.3%**	**0.3%**
American Indian/Alaska Native	32.1%	34.0%	1.9%	DS	35.7%	N/A	32.1%	31.8%	-0.3%
Asian	69.8%	70.4%	0.6%	62.5%	68.7%	6.2%	72.8%	71.0%	-1.8%
Black/African American	23.3%	23.5%	0.2%	22.2%	22.7%	0.5%	24.7%	24.6%	-0.1%
Hispanic/Latino of any race	31.7%	30.7%	-1.0%	30.0%	28.5%	-1.5%	32.7%	31.9%	-0.8%
Native Hawaiian or Other Pacific Islander	37.5%	36.4%	-1.1%	n<10	27.3%	N/A	35.3%	40.0%	4.7%
Two or More Races	67.6%	66.2%	-1.4%	58.9%	55.8%	-3.1%	75.9%	75.2%	-0.7%
White/Caucasian	81.6%	81.7%	0.1%	74.4%	74.8%	0.4%	84.9%	84.7%	-0.2%

16. ELA Sector Results by Student Group

Student Group	ELA % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.7%**	**34.0%**	**0.3%**	**29.0%**	**29.3%**	**0.3%**	**38.0%**	**38.3%**	**0.3%**
Homeless	15.5%	13.8%	-1.7%	15.6%	16.0%	0.4%	15.6%	11.5%	-4.1%
Female	38.6%	38.1%	-0.5%	34.0%	33.5%	-0.5%	42.6%	42.3%	-0.3%
Male	29.0%	30.0%	1.0%	24.2%	25.2%	1.0%	33.4%	34.3%	0.9%
Active or Monitored English Learner	21.1%	23.3%	2.2%	20.4%	22.7%	2.3%	21.5%	23.6%	2.1%
Economically Disadvantaged	18.4%	17.9%	-0.5%	17.9%	18.0%	0.1%	19.1%	18.1%	-1.0%
Students With Disabilities	9.7%	10.3%	0.6%	7.2%	8.5%	1.3%	12.5%	12.4%	-0.1%

17. ELA Sector Results by Gender-Race/Ethnicity for Females

Gender-Race/Ethnicity	ELA % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.7%**	**34.0%**	**0.3%**	**29.0%**	**29.3%**	**0.3%**	**38.0%**	**38.3%**	**0.3%**
American Indian/Alaska Native-Female	DS	DS	N/A	DS	DS	N/A	DS	n<10	N/A
Asian-Female	77.5%	78.1%	0.6%	69.0%	72.6%	3.6%	80.8%	80.1%	-0.7%
Black/African American-Female	27.8%	27.8%	0.0%	26.8%	26.9%	0.1%	29.0%	28.9%	-0.1%
Hispanic/Latino of any race-Female	37.4%	34.8%	-2.6%	36.1%	33.3%	-2.8%	38.1%	35.7%	-2.4%
Native Hawaiian/Other Pacific Islander-Female	n<10	n<10	N/A	n<10	n<10	N/A	n<10	n<10	N/A
Two or More Races-Female	73.8%	71.8%	-2.0%	65.5%	59.8%	-5.7%	81.7%	81.9%	0.2%
White-Female	86.5%	85.7%	-0.8%	80.1%	79.6%	-0.5%	89.3%	88.3%	-1.0%

18. ELA Sector Results by Gender-Race/Ethnicity for Males

Gender-Race/Ethnicity	ELA % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.7%**	**34.0%**	**0.3%**	**29.0%**	**29.3%**	**0.3%**	**38.0%**	**38.3%**	**0.3%**
American Indian/Alaska Native-Male	DS	DS	N/A	DS	DS	N/A	DS	DS	N/A
Asian-Male	62.6%	63.3%	0.7%	56.7%	65.3%	8.6%	65.1%	62.5%	-2.6%
Black/African American-Male	18.9%	19.4%	0.5%	17.8%	18.7%	0.9%	20.3%	20.4%	0.1%
Hispanic/Latino of any race-Male	26.4%	26.6%	0.2%	24.2%	23.7%	-0.5%	27.6%	28.3%	0.7%
Native Hawaiian/Other Pacific Islander-Male	DS	DS	N/A	n<10	n<10	N/A	DS	n<10	N/A
Two or More Races-Male	61.8%	61.3%	-0.5%	52.9%	52.4%	-0.5%	70.4%	69.1%	-1.3%
White-Male	76.9%	78.0%	1.1%	68.8%	70.4%	1.6%	80.5%	81.3%	0.8%

19. Math Sector Results by Race/Ethnicity

Race/Ethnicity	Math % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**22.1%**	**22.8%**	**0.7%**	**18.0%**	**18.5%**	**0.5%**	**25.8%**	**26.7%**	**0.9%**
American Indian/Alaska Native	19.2%	22.4%	3.2%	DS	DS	N/A	21.4%	19.0%	-2.4%
Asian	64.5%	66.3%	1.8%	55.3%	61.5%	6.2%	68.4%	68.2%	-0.2%
Black/African American	11.3%	11.8%	0.5%	11.7%	12.3%	0.6%	11.0%	11.5%	0.5%
Hispanic/Latino of any race	19.4%	19.6%	0.2%	16.3%	16.2%	-0.1%	21.2%	21.6%	0.4%
Native Hawaiian or Other Pacific Islander	33.3%	34.8%	1.5%	n<10	DS	N/A	29.4%	45.5%	16.1%
Two or More Races	55.3%	55.9%	0.6%	46.5%	45.0%	-1.5%	63.8%	65.6%	1.8%
White/Caucasian	74.6%	73.5%	-1.1%	65.7%	63.8%	-1.9%	78.8%	77.7%	-1.1%

20. Math Sector Results by Student Group

Student Group	Math % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**22.1%**	**22.8%**	**0.7%**	**18.0%**	**18.5%**	**0.5%**	**25.8%**	**26.7%**	**0.9%**
Homeless	7.3%	7.1%	-0.2%	8.6%	8.7%	0.1%	6.0%	5.6%	-0.4%
Female	21.5%	21.9%	0.4%	17.7%	18.0%	0.3%	24.8%	25.4%	0.6%
Male	22.7%	23.6%	0.9%	18.3%	19.0%	0.7%	26.8%	27.9%	1.1%
Active or Monitored English Learner	16.5%	17.3%	0.8%	13.0%	14.8%	1.8%	18.4%	18.7%	0.3%
Economically Disadvantaged	8.3%	8.5%	0.2%	8.6%	9.1%	0.5%	8.0%	8.2%	0.2%
Students with Disabilities	7.6%	7.6%	0.0%	5.1%	5.5%	0.4%	10.5%	9.9%	-0.6%

21. Math Sector Results by Gender-Race/Ethnicity

Gender-Race/Ethnicity	Math % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**22.1%**	**22.8%**	**0.7%**	**18.0%**	**18.5%**	**0.5%**	**25.8%**	**26.7%**	**0.9%**
American Indian/Alaska Native-Female	DS	DS	N/A	DS	DS	N/A	DS	n<10	N/A
Asian-Female	64.0%	67.1%	3.1%	53.0%	63.0%	10.0%	68.4%	68.8%	0.4%
Black/African American-Female	11.0%	11.6%	0.6%	11.7%	12.3%	0.6%	10.2%	10.8%	0.6%
Hispanic/Latino of any race-Female	17.8%	18.1%	0.3%	15.4%	15.3%	-0.1%	19.1%	19.8%	0.7%
Native Hawaiian/Other Pacific Islander-Female	n<10	n<10	N/A	n<10	n<10	N/A	n<10	n<10	N/A
Two or More Races-Female	55.6%	55.4%	-0.2%	48.7%	44.8%	-3.9%	62.1%	64.9%	2.8%
White-Female	73.9%	71.1%	-2.8%	61.9%	60.5%	-1.4%	79.4%	75.7%	-3.7%

22. Math Sector Results by Gender-Race/Ethnicity

Gender-Race/Ethnicity	Math % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**22.1%**	**22.8%**	**0.7%**	**18.0%**	**18.5%**	**0.5%**	**25.8%**	**26.7%**	**0.9%**
American Indian/Alaska Native-Male	DS	DS	N/A	DS	DS	N/A	DS	DS	N/A
Asian-Male	65.0%	65.7%	0.7%	57.3%	60.2%	2.9%	68.3%	67.8%	-0.5%
Black/African American-Male	11.7%	12.1%	0.4%	11.7%	12.3%	0.6%	11.9%	12.1%	0.2%
Hispanic/Latino of any race-Male	21.0%	21.1%	0.1%	17.1%	17.0%	-0.1%	23.1%	23.5%	0.4%
Native Hawaiian/Other Pacific Islander-Male	DS	DS	N/A	n<10	n<10	N/A	DS	n<10	N/A
Two or More Races-Male	54.9%	56.3%	1.4%	44.3%	45.3%	1.0%	65.3%	66.2%	0.9%
White-Male	75.5%	75.9%	0.4%	69.7%	67.1%	-2.6%	78.2%	79.7%	1.5%

23. ELA Grades 3-8 Sector Results by Race/Ethnicity

| Race/Ethnicity | ELA % Met or Exceeded Expectations | | | | | | | | |
| | State | | | PCS | | | DCPS | | |
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.7%**	**34.2%**	**0.5%**	**29.2%**	**29.9%**	**0.7%**	**38.1%**	**38.4%**	**0.3%**
American Indian/Alaska Native	30.8%	29.3%	-1.5%	DS	DS	N/A	30.0%	DS	N/A
Asian	69.0%	69.7%	0.7%	62.6%	68.8%	6.2%	71.5%	70.1%	-1.4%
Black/African American	22.6%	23.1%	0.5%	22.4%	23.3%	0.9%	22.9%	23.0%	0.1%
Hispanic/Latino of any race	31.8%	30.6%	-1.2%	29.6%	28.7%	-0.9%	33.1%	31.7%	-1.4%
Native Hawaiian or Other Pacific Islander	40.9%	38.9%	-2.0%	n<10	n<10	N/A	40.0%	n<10	N/A
Two or More Races	66.6%	65.5%	-1.1%	57.5%	54.5%	-3.0%	75.6%	75.4%	-0.2%
White/Caucasian	81.4%	81.1%	-0.3%	73.3%	74.0%	0.7%	85.2%	84.3%	-0.9%

24. ELA Grades 3-8 Sector Results by Student Group

Student Group	ELA % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.7%**	**34.2%**	**0.5%**	**29.2%**	**29.9%**	**0.7%**	**38.1%**	**38.4%**	**0.3%**
Homeless	15.7%	14.4%	-1.3%	15.9%	16.0%	0.1%	15.8%	12.3%	-3.5%
Female	38.3%	38.2%	-0.1%	34.4%	34.1%	-0.3%	42.0%	42.0%	0.0%
Male	29.3%	30.4%	1.1%	24.2%	25.7%	1.5%	34.3%	34.7%	0.4%
Active or Monitored English Learner	23.1%	25.6%	2.5%	21.8%	24.7%	2.9%	23.8%	26.0%	2.2%
Economically Disadvantaged	17.7%	17.4%	-0.3%	17.8%	17.9%	0.1%	17.8%	17.0%	-0.8%
Students With Disabilities	10.1%	10.4%	0.3%	7.6%	8.7%	1.1%	12.9%	12.4%	-0.5%

25. ELA Grades 9-12 Sector Results by Race/Ethnicity

Race/Ethnicity	ELA % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.6%**	**33.3%**	**-0.3%**	**28.1%**	**26.8%**	**-1.3%**	**37.6%**	**38.1%**	**0.5%**
American Indian/Alaska Native	DS	n<10	N/A	n<10	n<10	N/A	n<10	n<10	N/A
Asian	73.6%	73.1%	-0.5%	62.2%	68.6%	6.4%	78.6%	74.7%	-3.9%
Black/African American	25.9%	25.0%	-0.9%	21.2%	20.1%	-1.1%	29.9%	29.4%	-0.5%
Hispanic/Latino of any race	31.4%	30.9%	-0.5%	31.5%	27.7%	-3.8%	31.4%	32.7%	1.3%
Native Hawaiian or Other Pacific Islander	n<10	n<10	N/A	n<10	n<10	N/A	n<10	n<10	N/A
Two or More Races	73.3%	70.0%	-3.3%	67.8%	63.8%	-4.0%	77.6%	74.3%	-3.3%
White/Caucasian	82.9%	85.2%	2.3%	81.4%	80.3%	-1.1%	83.4%	87.0%	3.6%

26. ELA Grades 9-12 Sector Results by Student Group

Race/Ethnicity	ELA % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**33.6%**	**33.3%**	**-0.3%**	**28.1%**	**26.8%**	**-1.3%**	**37.6%**	**38.1%**	**0.5%**
Homeless	14.4%	11.4%	-3.0%	13.8%	16.0%	2.2%	15.0%	8.4%	-6.6%
Female	39.4%	38.0%	-1.4%	32.3%	30.7%	-1.6%	44.4%	43.0%	-1.4%
Male	27.7%	28.5%	0.8%	23.9%	22.9%	-1.0%	30.7%	33.0%	2.3%
Active or Monitored English Learner	11.7%	13.2%	1.5%	12.6%	11.8%	-0.8%	11.4%	13.9%	2.5%
Economically Disadvantaged	21.1%	19.9%	-1.2%	18.4%	18.1%	-0.3%	23.5%	21.9%	-1.6%
Students With Disabilities	8.1%	9.7%	1.6%	5.9%	7.6%	1.7%	10.8%	12.2%	1.4%

27. Math Grades 3-8 Sector Results by Race/Ethnicity

Race/Ethnicity	Math % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**24.9%**	**25.6%**	**0.7%**	**20.0%**	**20.6%**	**0.6%**	**29.5%**	**30.3%**	**0.8%**
American Indian/Alaska Native	23.7%	21.9%	-1.8%	DS	DS	N/A	25.0%	DS	N/A
Asian	67.6%	70.6%	3.0%	58.5%	65.0%	6.5%	71.2%	72.7%	1.5%
Black/African American	12.7%	13.3%	0.6%	13.3%	14.1%	0.8%	12.1%	12.5%	0.4%
Hispanic/Latino of any race	22.4%	22.6%	0.2%	17.5%	18.4%	0.9%	25.1%	25.2%	0.1%
Native Hawaiian or Other Pacific Islander	36.4%	38.9%	2.5%	n<10	n<10	N/A	33.3%	n<10	N/A
Two or More Races	58.0%	57.7%	-0.3%	48.8%	45.4%	-3.4%	66.9%	68.7%	1.8%
White/Caucasian	77.0%	76.0%	-1.0%	66.6%	66.0%	-0.6%	81.9%	80.3%	-1.6%

28. Math Grades 3-8 Sector Results by Student Group

Student Group	Math % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**24.9%**	**25.6%**	**0.7%**	**20.0%**	**20.6%**	**0.6%**	**29.5%**	**30.3%**	**0.8%**
Homeless	8.1%	8.1%	0.0%	9.2%	9.8%	0.6%	6.9%	6.2%	-0.7%
Female	24.0%	24.4%	0.4%	19.7%	19.9%	0.2%	27.9%	28.5%	0.6%
Male	25.7%	26.9%	1.2%	20.2%	21.2%	1.0%	31.0%	32.1%	1.1%
Active or Monitored English Learner	19.3%	20.3%	1.0%	14.6%	16.8%	2.2%	21.9%	22.4%	0.5%
Economically Disadvantaged	9.3%	9.6%	0.3%	9.7%	10.2%	0.5%	8.9%	9.1%	0.2%
Students With Disabilities	9.0%	8.7%	-0.3%	6.1%	6.3%	0.2%	12.2%	11.4%	-0.8%

29. Math Grades 9-12 Sector Results by Race/Ethnicity

Race/Ethnicity	Math % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**10.8%**	**11.3%**	**0.5%**	**9.1%**	**8.5%**	**-0.6%**	**12.2%**	**13.5%**	**1.3%**
American Indian/Alaska Native	DS	n<10	N/A	n<10	n<10	N/A	n<10	n<10	N/A
Asian	46.7%	43.9%	-2.8%	40.6%	45.2%	4.6%	50.0%	43.3%	-6.7%
Black/African American	6.1%	6.4%	0.3%	4.1%	4.3%	0.2%	7.8%	8.2%	0.4%
Hispanic/Latino of any race	9.5%	9.8%	0.3%	12.3%	8.5%	-3.8%	8.0%	10.5%	2.5%
Native Hawaiian or Other Pacific Islander	n<10	n<10	N/A	n<10	n<10	N/A	n<10	n<10	N/A
Two or More Races	36.2%	42.5%	6.3%	30.5%	42.0%	11.5%	42.0%	43.0%	1.0%
White/Caucasian	54.6%	53.5%	-1.1%	58.2%	47.5%	-10.7%	52.9%	56.2%	3.3%

30. Math Grades 9-12 Sector Results by Student Group

Student Group	Math % Met or Exceeded Expectations								
	State			PCS			DCPS		
	2023	2024	% Point Change	2023	2024	% Point Change	2023	2024	% Point Change
All Students	**10.8%**	**11.3%**	**0.5%**	**9.1%**	**8.5%**	**-0.6%**	**12.2%**	**13.5%**	**1.3%**
Homeless	3.0%	2.9%	-0.1%	3.9%	2.6%	-1.3%	2.3%	3.2%	0.9%
Female	11.4%	12.1%	0.7%	8.9%	9.0%	0.1%	13.2%	14.4%	1.2%
Male	10.2%	10.6%	0.4%	9.2%	8.0%	-1.2%	11.1%	12.7%	1.6%
Active or Monitored English Learner	3.4%	3.7%	0.3%	3.9%	3.9%	0.0%	3.2%	3.7%	0.5%
Economically Disadvantaged	4.2%	4.3%	0.1%	4.0%	3.9%	-0.1%	4.4%	4.7%	0.3%
Students With Disabilities	2.4%	3.2%	0.8%	1.6%	2.4%	0.8%	3.4%	4.2%	0.8%